
Unit 7 – The Daily Beat of Different Lands

Lesson 1 – Routines Around the World

Pages: 12–13

Skill: Reading

Grammar Focus: Past Simple

1. Learning Objectives

- Identify main ideas & details about routines in Japan, France, and Spain.
- Infer meaning of routine-related vocabulary from context.
- Compare cultural routines using simple descriptive language.

2. Teaching Strategies

Think–Pair–Share – Guided Reading – Context Clues – Group Comparison

3. Resources Needed

SB pp.12–13 – Smartboard - Map (optional)

4. Steps to Follow

A) Warm-up & Review

Review Question:

What is one habit people do every morning in your country? Why?

Warm-up Question:

How can weather or traditions change a person's routine?

B) Presentation

New Vocabulary:

bow – punctuality – schedule – single – last up to

New Structure:

Simple Past used for daily events.

C) Practice

1. Controlled Practice

- MCQs 1–3 SB p.13
- Fill-in-the-blanks using vocabulary

2. Free Practice

- Compare routines (Japan vs France)
- Group activity: Which routine is closest to yours?

D) Feedback & Consolidation

Students share similarities & differences; teacher clarifies cultural variation.

E) Home Assignment

Write a paragraph comparing your routine with one country (60–80 words).

Lesson 2 – Changing Habits for a Healthier Life

Pages: 14–15

Skill: Listening

Vocabulary Theme: Healthy Habits

1. Learning Objectives

- Listen for details about healthy habits.
- Use reaction expressions ("Good for you!", "True").
- Identify health-related vocabulary.

2. Teaching Strategies

Prediction – Listening for detail – Partner questioning – Speaking

3. Resources Needed

SB pp.14–15 - Smartboard - Audio track

4. Steps to Follow

A) Warm-up & Review

Review Question:

What unhealthy habits do teenagers usually have?

Warm-up Question:

What healthy habits have you developed recently?

B) Presentation

New Vocabulary: energetic – fitness – make a difference – junk food – stay motivated

New Function: Positive reactions in conversation

- "That's awesome!"
- "Good for you!"

C) Practice

1. Controlled Practice

- MCQs (SB p.14)
- Match vocabulary meanings

2. Free Practice

- Pair: Health improvement plan using "Useful Phrases"

D) Feedback & Consolidation

Groups present lifestyle-improving tips.

E) Home Assignment

Write 4 sentences using **have been + -ing**.

Lesson 3 – The Cultural Identity

Pages: 16–17

Skill: Listening + Grammar

Grammar Focus: Past Simple vs Past Perfect

1. Learning Objectives

- Identify main ideas in cultural identity examples (Italy/India).
- Distinguish between past simple and past perfect.
- Rewrite sentences using sequencing words.

2. Teaching Strategies

Inductive grammar – Listening comprehension – Error correction

3. Resources Needed

SB pp.16–17 - Smartboard - Audio track

4. Steps to Follow

A) Warm-up & Review

Review Question:

What traditions do families in your community practice?

Warm-up Question:

What represents cultural identity in a country?

B) Presentation

New Vocabulary: unique – generation – unity – roots

New Structure:

- Past perfect = earlier event
- Past simple = later event

C) Practice

1. Controlled Practice

- MCQs (SB p.16)
- Find the mistake + choose correct form

2. Free Practice

Rewrite using: *after / before / by the time / had + V3*

D) Feedback & Consolidation

Groups share corrections.

E) Home Assignment

Complete rewriting exercises SB p.17.

Lesson 4 – My Identity and the Grand Egyptian Museum

Pages: 18–20

Skill: Reading

Vocabulary Theme: Identity & Heritage

1. Learning Objectives

- Identify details in narrative about museum visit.
- Use identity-related vocabulary in context.
- Explain how heritage shapes identity.

2. Teaching Strategies

Guided reading – Vocabulary matching – Reflection

3. Resources Needed

SB pp.18–20 - Smartboard - Projector (optional)

4. Steps to Follow

A) Warm-up & Review

Review Question:

Have you visited a museum before?

Warm-up Question:

How does learning about culture shape identity?

B) Presentation

New Vocabulary: heritage – treasure – appreciate – identity – artifacts – shape

C) Practice

1. Controlled Practice

- MCQs (SB p.19)
- Vocabulary matching

2. Free Practice

- Pair: How do routines shape identity?
- Examples from text

D) Feedback & Consolidation

Class share + teacher summary.

E) Home Assignment

Paragraph: "A cultural activity I included in my routine".

Lesson 5 – My Personal Journal

Pages: 21–22

Skill: Writing

Focus: Journal Writing

1. Learning Objectives

- Analyze model journal
- Identify use of past perfect & present perfect continuous
- Write a 120–150 word personal journal

2. Teaching Strategies

Model analysis – Guided writing – Peer review

3. Resources Needed

SB pp.21–22 - Smartboard - Writing sheets

4. Steps to Follow

A) Warm-up & Review

Review Question:

What habits have you changed recently?

Warm-up Question:

Why do some people keep journals?

B) Presentation

Analyze model journal: tone – tense – feelings – sequence

C) Practice

1. Controlled Practice

Complete partially written paragraph

2. Free Practice

Write journal including:

- 2 past perfect
- 2 present perfect continuous
- 1 reflection

D) Feedback & Consolidation

Peer checklist: tense use – clarity – organization

E) Home Assignment

Submit final revised journal.

Unit 8 – Building Bridges with Words

Lesson 1 – The Warm Bread (Reading)

Pages: 25–26

Skill: Reading

Grammar/Function Focus: Greetings & cultural meanings

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify main ideas & supporting details about greetings across cultures.
 - Match vocabulary with meanings: gesture, rude, harmony, spiritual, disinterest.
 - Explain why greetings help build bridges between people.
-

2. Teaching Strategies

Guided reading – Think–Pair–Share – Vocabulary inference – Group comparison

3. Resources Needed

SB pp.25–26 – Smartboard – Pictures of greetings (optional)

4. Steps to Follow

A) Warm-up & Review

Review Question:

- How did you greet someone today? Was it formal or informal?

Warm-up Question:

- Do you think greetings differ from one culture to another? How?
-

B) Presentation

New Vocabulary:

- **gesture**
- **rude**
- **harmony**
- **spiritual**
- **disinterest**

New Structure / Function:

- Cultural greeting expressions: bowing (Japan), Namaste (India), cheek kisses (France), long conversations (Kenya).
-

C) Practice

1. Controlled Practice

- Match column A/B vocabulary (SB p.26).
- MCQs 1–4 on text comprehension.

2. Free Practice

- Students discuss: What happens when people misunderstand greetings?

- Compare greetings in two cultures.
-

D) Feedback & Consolidation

Teacher elicits: "Greetings build understanding and respect between cultures."

E) Home Assignment

Write 5 sentences comparing greetings in Egypt to another country.

Lesson 2 – Voices from an International School (Listening)

Pages: 27–28

Skill: Listening

Focus: Cultural communication & teamwork

1. Learning Objectives

Students will:

- Listen for details about multicultural school experiences (Sami & Maya).
 - Identify expressions of agreement/encouragement: "That's correct!", "That's lovely!"
 - Recognize benefits of respect & curiosity in communication.
-

2. Teaching Strategies

Prediction – Listening for detail – Role-play – Cooperative learning

3. Resources Needed

SB pp.27–28 – Audio track – Board

4. Steps to Follow

A) Warm-up & Review

Review Question:

- What challenges do students face when communicating with someone from another country?

Warm-up Question:

- How can studying with students from other cultures change the way we think?
-

B) Presentation

New Vocabulary:

- **link**
- **obtain**
- **hidden**
- **commemorate**
- **honor** (from listening task)

New Function:

- Phrases showing agreement/positivity:
 - "That's correct!"
 - "That's lovely!"
 - "It's incredible!"
-

C) Practice

1. Controlled Practice

- Listening MCQs 1–5 (SB p.27).
- True/False exercise.
- Find words matching meanings.

2. Free Practice

- Pair discussion: "How can language build bridges in a school community?"
-

D) Feedback & Consolidation

Highlight main conclusion: **Respect + curiosity = better communication.**

E) Home Assignment

Write a short paragraph: "What can we learn from studying with students from different cultures?"

Lesson 3 – Words that Connect or Confuse (Listening + Grammar)

Pages: 29–30

Skill: Listening & Grammar

Grammar Focus: Present simple vs past simple for communication events

1. Learning Objectives

Students will:

- Identify problems caused by confusing words in communication.
 - Use present simple & past simple correctly in dialogues.
 - Correct mistakes in tag formation & confusing words.
-

2. Teaching Strategies

Context listening – Explicit grammar correction – Pair drills – Think–Pair–Share

3. Resources Needed

SB pp.29–30 – Audio – Smartboard

4. Steps to Follow

A) Warm-up & Review

Review Question:

- Have you ever misunderstood someone because of a wrong word?

Warm-up Question:

- How do confusing words affect communication?
-

B) Presentation

New Vocabulary:

- **connect**
- **confuse**
- **interrupt**
- **misunderstanding**
- **informal expression**

New Structure:

- Use of present simple & past simple in reporting communication problems:
 - "He **used** an informal expression."
 - "Good listeners **pay** attention."
-

C) Practice

1. Controlled Practice

- Listening MCQs (SB p.29).
- Complete grammar exercises: choose correct verb forms, correct mistakes.

2. Free Practice

- Mini-dialogue creation using connect/confuse/interruption scenarios.
-

D) Feedback & Consolidation

Teacher highlights: "Good listeners ask questions and check understanding."

E) Home Assignment

Write 5 sentences using confusing words correctly.

Lesson 4 – Uniting People Through Communication (Reading)

Pages: 31–33

Skill: Reading

Focus: Misunderstandings, empathy, tone, technology in communication

1. Learning Objectives

Students will:

- Identify main ideas about how language connects minds and hearts.
 - Infer meaning of vocabulary in context.
 - Explain how online messages can be “lost in translation.”
-

2. Teaching Strategies

Guided reading – Vocabulary inference – Critical thinking dialogue

3. Resources Needed

SB pp.31–33 – Smartboard – Projector (optional)

4. Steps to Follow

A) Warm-up & Review

Review Question:

- What communication problems happen online?

Warm-up Question:

- Can learning another language promote peace? How?
-

B) Presentation

New Vocabulary:

- **curiosity**
- **empathy**
- **translation**
- **harmony**
- **identity**
- **bridges** (figurative)

New Function:

- Understanding “lost in translation”: meaning changing due to tone/facial cues missing online.
-

C) Practice

1. Controlled Practice

- MCQs 1–5 (SB p.32).
- Fill-in-the-blanks with vocabulary (p.33).

2. Free Practice

- Pair discussion: “Why is empathy important in communication?”
 - Share an example of misunderstanding caused by tone.
-

D) Feedback & Consolidation

Teacher summarizes qualities needed for “building bridges with words”: **respect – empathy – curiosity.**

E) Home Assignment

Write a short paragraph explaining a communication misunderstanding you experienced.

Lesson 5 – My Cross-Cultural Experience (Writing)

Pages: 34–35

Skill: Writing

Focus: Blog writing (informal, expressive, reflective)

1. Learning Objectives

Students will:

- Analyze a model blog post.
 - Write a 120–150 word blog about communication with someone from another culture.
 - Use informal tone and sequencing.
-

2. Teaching Strategies

Model analysis – Guided writing – Pair brainstorming – Peer review

3. Resources Needed

SB pp.34–35 – Smartboard – Writing sheets

4. Steps to Follow

A) Warm-up & Review

Review Question:

- Have you ever communicated with someone who speaks another language?

Warm-up Question:

- What did you learn from meeting someone from another culture?
-

B) Presentation

- Analyze the model blog: friendly tone, culture-sharing, emotional reflection.
 - Highlight features of good blog writing: greeting, story, feelings, closing message.
-

C) Practice

1. *Controlled Practice*

- Students answer questions about the model blog (SB p.34).

2. *Free Practice*

- Students write a blog titled:
“A Cross-Cultural Experience That Changed Me”

Include:

- What happened
 - What you learned
 - How your thinking changed
-

D) Feedback & Consolidation

Peer review checklist: tone – clarity – sequencing – word choice.

E) Home Assignment

Submit final edited version with corrections.

Unit 9 – Building a Better Future

Lesson 1 – The Courage to Change (Reading)

Pages: 37–38

Skill: Reading

Focus: Career development, training, decent work

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify main ideas & supporting details in Rania’s story about career change.
 - Match career-related vocabulary with meanings (training, achieve, value...).
 - Explain what “decent work” means using examples from the text.
-

2. Teaching Strategies

Guided reading – Context clue vocabulary – Pair discussion –
Text-to-self connection

3. Resources Needed

SB pp.37–38 – Smartboard – Markers

4. Steps to Follow

A) Warm-up & Review

Review Question:

- Why do people sometimes change their careers?

Warm-up Question:

- What qualities help people face big changes in life?
-

B) Presentation

New Vocabulary:

- **achievement**
- **training**
- **success**
- **value / valued**
- **supportive**
- **work environment**

New Concept:

- "Decent work" = learning + growth + respect + fair pay.
-

C) Practice

1. Controlled Practice

- Complete the word-form sentences (SB p.37).
- Answer MCQs 1–5 (SB p.38).

2. Free Practice

- Pair discussion: "What makes a workplace fair and supportive?"
 - Students write two sentences describing a job they dream of.
-

D) Feedback & Consolidation

Teacher summarizes:

“Training programs help people improve skills and find better opportunities.”

E) Home Assignment

Write a short paragraph (70–90 words):

“What does decent work mean to you?”

Lesson 2 – The Jobs of Tomorrow (Listening)

Pages: 39–40

Skill: Listening

Focus: Future jobs, soft skills, technology

1. Learning Objectives

Students will:

- Identify details about future careers (green jobs, drone pilots...).
 - Distinguish between jobs requiring creativity, empathy, or technology.
 - Discuss why flexibility and learning are essential for the future.
-

2. Teaching Strategies

Prediction – Listening for detail – Pair analysis – Speaking circle

3. Resources Needed

SB pp.39–40 – Audio track – Board

4. Steps to Follow

A) Warm-up & Review

Review Question:

- What job do you want in the future?

Warm-up Question:

- What new jobs might appear because of technology?
-

B) Presentation

New Vocabulary:

- **adapt**
- **virtual**
- **drone**
- **empathy**
- **solar**
- **green jobs**

New Function:

- Identifying future skills: flexibility – creativity – problem solving.
-

C) Practice

1. Controlled Practice

- True/False (SB p.39).
- MCQs 1–5 (p.39).
- Matching words with meanings (p.40).

2. Free Practice

Think–Pair–Share: “Which future career would you choose and why?”

D) Feedback & Consolidation

Highlight: "Creativity cannot be replaced by machines."

E) Home Assignment

Write 5 sentences predicting future jobs using **will** or **going to**.

Lesson 3 – New Paths, Old Habits (Listening + Grammar)

Pages: 41–42

Skill: Listening & Grammar

Grammar Focus: Present perfect / past perfect for habits & change

1. Learning Objectives

Students will:

- Listen for details about Samir's lifestyle changes.
 - Use present perfect to describe changes and past perfect for earlier events.
 - Correct tense-related errors in sentences.
-

2. Teaching Strategies

Inductive grammar – Listening comprehension – Error correction stations – Pair drills

3. Resources Needed

SB pp.41–42 – Audio – Smartboard

4. Steps to Follow

A) Warm-up & Review

Review Question:

- What habits would you like to change?

Warm-up Question:

- Why do some people change their routines to build a balanced life?
-

B) Presentation

New Vocabulary:

- **balanced life**
- **routine**
- **discipline**
- **progress**
- **challenges**

New Structure:

- Present perfect for changes continuing to now:
 - "He has built new routines."
 - Past perfect for earlier past:
 - "He had eaten before he went."
-

C) Practice

1. Controlled Practice

- MCQs on listening details (p.41).
- Grammar: choose correct sentences + find the mistake (p.42).

2. Free Practice

- Students rewrite their own daily routine using present perfect & past perfect.

D) Feedback & Consolidation

Teacher clarifies common errors (especially *has/have* + V3 usage).

E) Home Assignment

Write 5 sentences describing changes in your life using present perfect.

Lesson 4 – Careers That Will Shape Tomorrow (Reading)

Pages: 43–44

Skill: Reading

Focus: Future careers, environmental responsibility, flexibility

1. Learning Objectives

Students will:

- Identify main ideas about AI specialists, sustainability consultants, digital wellness coaches, and space jobs.
 - Match vocabulary to definitions.
 - Explain why adaptability is essential for future careers.
-

2. Teaching Strategies

Scanning & skimming – Vocabulary matching – Critical thinking discussion

3. Resources Needed

SB pp.43–44 – SmartBoard – Projector (optional)

4. Steps to Follow

A) Warm-up & Review

Review Question:

- What is one job that didn't exist 10 years ago?

Warm-up Question:

- Why do companies need people with problem-solving skills today?
-

B) Presentation

New Vocabulary:

- **specialists**
 - **sustainability**
 - **problem-solving**
 - **addiction**
 - **digital wellness**
 - **fast-changing**
-

C) Practice

1. Controlled Practice

- Answer comprehension questions 1–5 (SB p.44).
- Vocabulary matching (p.44).

- Fill-in-the-blanks (p.44).

2. Free Practice

- Pair work: Choose one future career and list required skills.
-

D) Feedback & Consolidation

Teacher summary:

"The key to future success is flexibility and continuous learning."

E) Home Assignment

Write 5 sentences predicting how one future job will change life in Egypt.

Lesson 5 – Argumentative Essay: What Is Good for My Future Career? (Writing)

Pages: 45–46

Skill: Writing

Focus: Argumentative writing (opinions, reasons, examples)

1. Learning Objectives

Students will:

- Identify parts of an argumentative essay (intro – body – conclusion).
 - Use linking words to support arguments.
 - Write a 120–150 word essay about the best choice for a successful career.
-

2. Teaching Strategies

Model analysis – Guided brainstorming – Peer feedback –
Structured writing

3. Resources Needed

SB pp.45–46 – Board – Writing paper

4. Steps to Follow

A) Warm-up & Review

Review Question:

- What skills do employers look for today?

Warm-up Question:

- Which is better for your future: continuing education or starting work early? Why?
-

B) Presentation

- Analyze the model essay in the SB.
 - Highlight useful expressions: *I believe...*, *First of all...*, *Another reason is...*, *In conclusion...*
-

C) Practice

1. Controlled Practice

- Match sentences to essay parts (SB p.46).
- Identify hook, thesis statement, and supporting ideas.

2. Free Practice

Students write their own 120–150 word essay:

Topic: *What is the best choice for a successful future career: continuing education or starting work early?*

D) Feedback & Consolidation

Teacher & peer review: clarity – organization – linking words – correctness.

E) Home Assignment

Write final polished draft and submit next class.

Unit 10 – Shopping and Money

Lesson 1 – Smart Shopping Tips (Reading)

Pages: 54–55

Skill: Reading

Focus: Smart shopping, avoiding overspending, choosing quality

1. Learning Objectives

By the end of the lesson, students will be able to:

- Identify the main idea and details about smart shopping strategies.
 - Infer vocabulary related to shopping decisions.
 - Explain steps for making smart and safe purchases.
-

2. Teaching Strategies

Guided reading – Think–Pair–Share – Real-life application –
Vocabulary context

3. Resources Needed

SB pp.54–55 – smartboard – markers – sample shopping items
(optional)

4. Steps to Follow

A) Warm-up & Review

Review Question:

- What is the last thing you bought? Was it worth it?

Warm-up Question:

- What should you consider before buying something? (price? quality? need?)
-

B) Presentation

New Vocabulary:

- **purchases**
- **coupons**
- **quality over quantity**
- **durability**
- **impulse** (buying without thinking)

New Concept:

- "Smart shopping" = saving money + avoiding tricks + comparing prices.
-

C) Practice

1. Controlled Practice

- MCQs 1–4 (SB p.55).
- Complete the vocabulary sentences (p.55).

2. Free Practice

- Students discuss: *Which is better; buying cheaper items or durable items? Why?*
 - Small groups create a "Smart Buyer Checklist."
-

D) Feedback & Consolidation

Teacher summarizes the key rule: **Quality + comparison + checking details = smart shopping.**

E) Home Assignment

Write 5 sentences about a time you made a smart or a bad purchase.

Lesson 2 – At the Store (Listening)

Pages: 56–57

Skill: Listening

Focus: Prices, warranties, return policies

1. Learning Objectives

Students will:

- Listen for details about product discounts and payment options.
 - Identify meanings of shopping terms (wireless – receipt – warranty – tax – cancellation).
 - Explain the conditions for returning items.
-

2. Teaching Strategies

Prediction – Listening for detail – Role-play – Vocabulary matching

3. Resources Needed

SB pp.56–57 – smartboard – Audio track

4. Steps to Follow

A) Warm-up & Review

Review Question:

- Why is it important to keep a receipt after buying something?

Warm-up Question:

- What payment methods do you prefer-cash, card, or mobile apps? Why?
-

B) Presentation

New Vocabulary:

- **wireless**
- **warranty**
- **receipt**
- **tax**
- **cancellation**

New Function:

- Asking for details in a store:
"Does it come with a warranty?"
"Can I return it?"
-

C) Practice

1. Controlled Practice

- True/False for the listening script (SB p.56).
- Answer listening questions (battery life, discount, return rules).
- Match A/B vocabulary (p.57).

2. Free Practice

Role-play:

- Student A = customer
- Student B = sales associate

Ask about price, features, warranty, and return policy.

D) Feedback & Consolidation

Teacher corrects common pronunciation/misunderstandings of:
warranty / receipt.

E) Home Assignment

Write 4 questions you would ask before buying a mobile phone.

Lesson 3 – Smart Shopping Choices (Listening + Grammar)

Pages: 58–59

Skill: Listening & Grammar

Grammar Focus: Future forms (will – going to – present continuous)

1. Learning Objectives

Students will:

- Listen for advantages and disadvantages of mall vs online shopping.
 - Identify future forms expressing predictions and plans.
 - Correct grammar mistakes in future-tense sentences.
-

2. Teaching Strategies

Listening comparison – Grammar drilling – Real-life scenarios –
Group reasoning

3. Resources Needed

SB pp.58–59 – smartboard – audio

4. Steps to Follow

A) Warm-up & Review

Review Question:

- What is the difference between shopping in malls and online?

Warm-up Question:

- Which do you think people will prefer in the future—online shopping or malls? Why?
-

B) Presentation

New Vocabulary:

- **convenience**
- **variety**
- **budget**
- **window shopping**
- **smart choices**

New Structure:

- **will** for predictions
 - **going to** for intentions
 - **present continuous** for fixed plans
-

C) Practice

1. Controlled Practice

- Listening MCQs (SB p.59).
- Grammar: correct future mistakes (p.59).

2. Free Practice

Students write a prediction about the future of shopping using all 3 future forms.

D) Feedback & Consolidation

Reinforce: **Use will** → **guess**; **going to** → **plan**; **present continuous** → **fixed arrangement**.

E) Home Assignment

Write a paragraph (70–80 words):

“Will shopping apps replace stores?”

Lesson 4 – From Cash to Apps (Reading)

Pages: 60–61

Skill: Reading

Focus: Payment methods, financial awareness, advantages vs disadvantages

1. Learning Objectives

Students will:

- Identify advantages and disadvantages of cash, debit cards, credit cards, and mobile apps.
 - Match vocabulary related to financial terms.
 - Explain why different payment methods suit different lifestyles.
-

2. Teaching Strategies

Guided reading – Comparison chart – Vocabulary inference – Pair reasoning

3. Resources Needed

SB pp.60–61 – smartboard

4. Steps to Follow

A) Warm-up & Review

Review Question:

- Which payment method do you use most?

Warm-up Question:

- What are the advantages and disadvantages of using credit cards?
-

B) Presentation

New Vocabulary:

- **convenient**
- **balance**
- **overdraft**
- **contactless**
- **notifications**

New Concept:

- Paying safely = awareness + monitoring + secure methods.
-

C) Practice

1. Controlled Practice

- Answer reading questions 1–4 (SB p.60).
- Complete vocabulary definitions (SB p.61).
- MCQs for payment methods.

2. Free Practice

Groups create a comparison table of 3 methods:

- Pros / Cons / When best to use.
-

D) Feedback & Consolidation

Teacher emphasizes: **Cash = control, Debit = safe, Credit = risky but rewarding, Apps = fast.**

E) Home Assignment

Write 5 sentences comparing two payment methods.

Lesson 5 – Prices and Products (Writing)

Pages: 62–63

Skill: Writing

Focus: Designing a poster (persuasive writing)

1. Learning Objectives

Students will:

- Identify features of an effective persuasive poster.
 - Write product descriptions including prices, features, and deals.
 - Create a neat, attractive back-to-school shopping poster.
-

2. Teaching Strategies

Model analysis – Guided writing – Visual creativity – Peer feedback

3. Resources Needed

SB pp.62–63 – smartboard – colored papers (optional)

4. Steps to Follow

A) Warm-up & Review

Review Question:

- What makes an advertisement persuasive?

Warm-up Question:

- What message do you want people to remember when reading a poster?
-

B) Presentation

- Analyze example poster in SB.
 - Highlight key elements:
 - Title
 - Features
 - Prices
 - Deals
 - Payment options
 - Return policy
-

C) Practice

1. *Controlled Practice*

- Students list items + features from the model poster.

2. *Free Practice*

Students design a poster:

“Back-to-School Bargains!”

Include:

- 4 items
- Price + feature + deal
- Payment & return info
- Clear, attractive layout

D) Feedback & Consolidation

Students exchange posters and evaluate: clarity – design – accuracy.

E) Home Assignment

Final clean version of the poster (A4).

Unit 11 – Food & Culture (Five Lesson Plans)

Lesson 1 – Global Recipes (Reading)

Pages: 66–67

Skill: Reading

Focus: International dishes & recipe steps

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify main ideas & details of global recipes (paella, tabbouleh, ratatouille, tzatziki). [[Sec 2, Lesson Plans | Word](#)]
 - Match cooking vocabulary with meanings.
 - Explain why recipe steps, ingredients, and seasoning differ across cultures.
-

2. Teaching Strategies

Guided reading – Vocabulary inference – Think–Pair–Share – Real-life food examples

3. Resources Needed

SB pp.66–67 – **smartboard** – pictures of food (optional)

4. Steps to Follow

A) Warm-up & Review

Review Question:

- What international dish have you tasted before? Did you like it?

Warm-up Question:

- Do recipes differ from one country to another? How? (flavor? ingredients? cooking style?) [[Sec 2, Lesson Plans | Word](#)]
-

B) Presentation

New Vocabulary:

- **recipes**
- **features**
- **seasoning**
- **adjust**
- **dips**

- **aisle**

(من نشاط المفردات صفحة 67) [Sec 2, Lesson Plans | Word]

New Concept:

- International dishes = variety in ingredients + spices + traditions.
-

C) Practice

1. Controlled Practice

- MCQs 1–4 (SB p.67).
- Vocabulary matching (adjust/features/recipes/seasoning).

2. Free Practice

- Students compare two dishes: paella vs ratatouille.
 - Group task: Suggest an Egyptian version of one global dish.
-

D) Feedback & Consolidation

Teacher summarizes key idea:

“We eat with our eyes first—presentation and seasoning matter.” [Sec 2, Lesson Plans | Word]

E) Home Assignment

Write a short paragraph describing your favorite international dish (60–80 words).

Lesson 2 – Food Stories (Listening)

Pages: 69–70

Skill: Listening

Focus: Food memories, cultural meaning of meals

1. Learning Objectives

Students will:

- Identify details of three food stories told by speakers.
 - Match key food-related vocabulary to meanings.
 - Explain how food can carry memories and emotional connections. [\[Sec 2, Lesson Plans | Word\]](#)
-

2. Teaching Strategies

Listening for main idea – Listening for detail – Story comparison –
Pair discussion

3. Resources Needed

SB pp.69–70 – **smartboard** – audio

4. Steps to Follow

A) Warm-up & Review

Review Question:

- What meal reminds you of your childhood?

Warm-up Question:

- How can food bring people together? [\[Sec 2, Lesson Plans | Word\]](#)
-

B) Presentation

New Vocabulary:

- **set the table**
- **bowl**
- **end up**
- **fiery**
- **lamb**
- **comfort food**

(من صفحة 70) [\[Sec 2, Lesson Plans | Word\]](#)

New Concept:

- Food memories = culture + family + emotional connection.
-

C) Practice

1. Controlled Practice

- True/False (SB p.69).
- Answer questions about where/when each speaker ate their food.
- Vocabulary matching.

2. Free Practice

Role-play:

- Students retell a food memory from their own life.

D) Feedback & Consolidation

Teacher highlights:

“Sharing meals builds traditions and strengthens bonds.”

E) Home Assignment

Write 5 sentences describing a meal you shared with family.

Lesson 3 – Cooking Dumplings (Listening + Grammar)

Pages: 71–72

Skill: Listening & Grammar

Focus: Reported speech (statements + questions)

1. Learning Objectives

Students will:

- Identify steps of making dumplings and their cultural meaning.
- Change direct speech into reported speech using correct tense changes.
- Recognize how traditions are passed between generations.

[\[Sec 2, Lesson Plans | Word\]](#)

2. Teaching Strategies

Inductive grammar – Listening comprehension – Error correction –
Pair transformation

3. Resources Needed

SB pp.71–72 – **smartboard** – audio

4. Steps to Follow

A) Warm-up & Review

Review Question:

- What kitchen skill have you learned from a family member?

Warm-up Question:

- Why do families pass recipes from generation to generation?

[\[Sec 2, Lesson Plans | Word\]](#)

B) Presentation

New Vocabulary:

- **dough**
- **filling**
- **steam**
- **tradition**
- **homemade**

(من الاستماع) [\[Sec 2, Lesson Plans | Word\]](#)

New Structure:

- **Reported speech:**
 - "She said, 'I need help' → She said (that) she needed help."
 - "He asked, 'Where did you buy this?' → He asked where I had bought it."
-

C) Practice

1. Controlled Practice

- MCQs 1–5 (SB p.72).
- Grammar: choose the correct reported form.
- Error correction (find and correct mistakes).

2. Free Practice

- Students convert 4 direct sentences from the listening script into reported speech.
-

D) Feedback & Consolidation

Teacher clarifies tense shift rules:

present → past / past → past perfect / now → then / here → there.

E) Home Assignment

Rewrite a short kitchen conversation (4 lines) using reported speech.

Lesson 4 – Food Traditions and Table Manners (Reading)

Pages: 74–75

Skill: Reading

Focus: Cultural food customs, manners, hospitality

1. Learning Objectives

Students will:

- Identify main ideas in a text about food traditions in the U.S., India, Japan, and the Middle East.
 - Match manners-related vocabulary with definitions.
 - Explain why manners differ from culture to culture. [[Sec 2, Lesson Plans | Word](#)]
-

2. Teaching Strategies

Guided reading – Cultural comparison – Vocabulary matching –
Real-life examples

3. Resources Needed

SB pp.74–75 – **smartboard**

4. Steps to Follow

A) Warm-up & Review

Review Question:

- What table manners do you follow at home?

Warm-up Question:

- Why do you think manners differ across cultures? [[Sec 2, Lesson Plans | Word](#)]
-

B) Presentation

New Vocabulary:

- slurp
- resemble
- funeral
- allergy
- dietary
- one-size-fits-all
- gratitude

(من صفحة 75) [[Sec 2, Lesson Plans | Word](#)]

New Concept:

- Food traditions are expressions of identity and respect.
-

C) Practice

1. Controlled Practice

- MCQs (SB p.75).
- Vocabulary matching 1–7.
- Fill-in-the-blanks.

2. Free Practice

- Students compare two countries' food manners.

- Mini-role-play: guest + host in a foreign country.
-

D) Feedback & Consolidation

Teacher reinforces:

“Good manners + good food = strong cultural connection.”

E) Home Assignment

Write a paragraph (70–90 words):

“What food tradition from my culture I would teach a visitor.”

Lesson 5 – Recipe Blog (Writing)

Pages: 76–77

Skill: Writing

Focus: Recipe blog (ingredients + steps + personal touch)

1. Learning Objectives

Students will:

- Identify features of a recipe blog (title, story, ingredients, steps).
 - Write a 120–150 word recipe blog with sequencing words.
 - Use friendly, informal tone as shown in the model. [\[Sec 2, Lesson Plans | Word\]](#)
-

2. Teaching Strategies

Model analysis – Guided planning – Writing workshop – Peer review

3. Resources Needed

SB pp.76–77 – **smartboard**

4. Steps to Follow

A) Warm-up & Review

Review Question:

- What makes a recipe easy to follow?

Warm-up Question:

- Where do people enjoy food more—home, restaurant, picnic—and why? [[Sec 2, Lesson Plans](#) | [Word](#)]
-

B) Presentation

- Display the model “Grandma’s Spaghetti Magic” on the smartboard.
 - Highlight structure: story → ingredients → steps → closing message.
-

C) Practice

1. Controlled Practice

- Students identify ingredients, steps, and tone from the model.

2. Free Practice

Students write their own blog:

“A Dish I Love and How to Make It”

Must include:

- Catchy title
 - Personal introduction
 - Ingredients
 - Clear steps
 - A closing invitation
-

D) Feedback & Consolidation

Peer feedback checklist: clarity – sequencing – vocabulary – personal tone.

E) Home Assignment

Submit final recipe blog (120–150 words).

Unit 12 – People and Places (Five Complete Lesson Plans)

Lesson 1 – Famous Landmarks in Egypt (Reading)

Pages: 80–82

Skill: Reading

Focus: Landmarks, historical sites, descriptive vocabulary

1. Learning Objectives

By the end of the lesson, students will be able to:

- Identify main ideas & supporting details about Egypt’s major landmarks (Pyramids, Sphinx, Karnak, Philae, Alexandria Library, Citadel).
 - Match vocabulary with meanings (landmarks, entire, half-worn, stretch, float, glowing, whisper).
 - Describe a landmark using sensory details.
-

2. Teaching Strategies

Guided reading – Context clue vocabulary – Think–Pair–Share – Visualization

3. Resources Needed

SB pp.80–82 – smartboard

4. Steps to Follow

A) Warm-up & Review

Review Question:

- What Egyptian landmark have you visited before?

Warm-up Question:

- Why do people travel to see historical or cultural landmarks?
-

B) Presentation

New Vocabulary:

- landmarks
- entire
- half-worn
- stretch
- float
- glowing
- whisper

New Concept:

- A landmark = symbol of identity + history + culture.
-

C) Practice

1. Controlled Practice

- Match column A/B for vocabulary (SB p.81).
- MCQs 1–4 on text comprehension.

2. Free Practice

- Students choose one landmark and describe:
 - appearance
 - history
 - why it is special
-

D) Feedback & Consolidation

Teacher highlights: **“The best landmark is the one that makes you feel the spirit of Egypt.”**

E) Home Assignment

Write 6–8 lines describing one Egyptian landmark not mentioned in the book.

Lesson 2 – Travelers’ Stories (Listening)

Pages: 83–84

Skill: Listening

Focus: Atmosphere of cities, impressions, cultural diversity

1. Learning Objectives

Students will:

- Listen for key details from three travelers (Adam – Ahmed – Joury).
 - Identify vocabulary describing city experiences (stunning, carvings, align, rituals, urban, visionary).
 - Explain how cultures influence travelers’ impressions.
-

2. Teaching Strategies

Listening for detail – Summary comparison – Vocabulary mapping
– Discussion

3. Resources Needed

SB pp.83–84 – smartboard – audio track

4. Steps to Follow

A) Warm-up & Review

Review Question:

- Have you ever visited a place that surprised you? Why?

Warm-up Question:

- What makes a trip memorable: people, food, or scenery?
-

B) Presentation

New Vocabulary:

- **stunning**
- **carvings**
- **align**
- **rituals**
- **urban**
- **visionary**

New Concept:

- Travelers interpret places through their culture, emotions, and expectations.
-

C) Practice

1. Controlled Practice

- True/False statements about the three travelers (SB p.83).
- Vocabulary matching and fill-in-the-blanks.

2. Free Practice

- Students compare two cities from the listening:
 - atmosphere
 - people
 - what impressed them

D) Feedback & Consolidation

Teacher reminds students:

“Travel opens minds and connects people across cultures.”

E) Home Assignment

Write 5 sentences describing a city you want to visit and why.

Lesson 3 – A Tour in a Quiet Town (Listening + Grammar)

Pages: 85–86

Skill: Listening & Grammar

Grammar Focus: Modal verbs of possibility (must – might – can't)

1. Learning Objectives

Students will:

- Listen for details about a quiet historical town.
 - Use modal verbs of possibility for present & past situations.
 - Distinguish between certainty, possibility, and impossibility.
-

2. Teaching Strategies

Context grammar – Guided listening – Error correction – Pair reasoning

3. Resources Needed

SB pp.85–86 – smartboard – audio track

4. Steps to Follow

A) Warm-up & Review

Review Question:

- When you see an old building, what clues help you guess its history?

Warm-up Question:

- Why do quiet towns often keep strong traditions?
-

B) Presentation

New Vocabulary:

- **peaceful**
- **historic**
- **landmark**
- **evidence**
- **possibility**

New Structure:

- **must** = sure
 - **might** = possible
 - **can't** = impossible
 - Past deduction: *must have / might have / can't have*
-

C) Practice

1. Controlled Practice

- Listening MCQs 1–5 (SB p.86).
- Correct modal verb mistakes (SB p.86).

2. Free Practice

- Students analyze a picture of an old street and make deductions:
 - "It must be..."

- "It might have been..."
 - "It can't be..."
-

D) Feedback & Consolidation

Teacher summarizes:

"We use must/might/can't to express how sure we are about something."

E) Home Assignment

Write a short paragraph using all three modal verbs.

Lesson 4 – City Neighborhoods (Reading)

Pages: 88–90

Skill: Reading

Focus: Comparing neighborhoods, describing places, lifestyle differences

1. Learning Objectives

Students will:

- Identify key descriptions of different neighborhoods (Riverside, Old Market, Tech Square, Parkside).
 - Match vocabulary to meanings (joggers, vendors, pace, bargain, murals, simmer, tunes).
 - Compare two places using adjectives of comparison.
-

2. Teaching Strategies

Skimming & scanning – Comparison chart – Vocabulary contextualization

3. Resources Needed

SB pp.88–90 – smartboard

4. Steps to Follow

A) Warm-up & Review

Review Question:

- What places in your city are crowded? Which are peaceful?

Warm-up Question:

- What makes a neighborhood special besides its landmarks?
-

B) Presentation

New Vocabulary:

- **joggers**
- **vendors**
- **pace**
- **bargain**
- **murals**
- **simmer**
- **tunes**

New Concept:

- Cities contain diverse “micro-cultures” in each neighborhood.
-

C) Practice

1. Controlled Practice

- MCQs (SB p.90).
- Vocabulary matching and fill-in sentences.

2. Free Practice

Group task:

Compare any two neighborhoods from the text using:

- more/less

- bigger/smaller
 - quieter/busier
 - more colorful, etc.
-

D) Feedback & Consolidation

Teacher revisits key contrasts: **Old Market = busy & lively —**
Tech Square = quiet & modern.

E) Home Assignment

Write 5 comparative sentences about your own city.

Lesson 5 – Travel Journal (Writing)

Pages: 91–92

Skill: Writing

Focus: Travel journal (describing a place, using sensory words, sequencing events)

1. Learning Objectives

Students will:

- Identify features of a travel journal (date, place, details, feelings, reflection).
 - Write a 120–150 word travel journal entry about a memorable trip.
 - Use descriptive adjectives and sequencing words.
-

2. Teaching Strategies

Model analysis – Guided composition – Peer revision

3. Resources Needed

SB pp.91–92 – smartboard

4. Steps to Follow

A) Warm-up & Review

Review Question:

- What was the most memorable place you visited?

Warm-up Question:

- How can we describe a trip so the reader feels they are there? (sensory details)
-

B) Presentation

- Display model “Luxor travel journal” on smartboard.
 - Highlight structure:
 - Date
 - Description
 - Feelings
 - Reflection
-

C) Practice

1. Controlled Practice

- Students answer 3–4 questions analyzing the sample journal.

2. Free Practice

Students write their own journal about:

- real trip
- dream destination
- or a place in their city

Include:

- 2 descriptive adjectives
- 2 sensory details
- sequencing words (first, next, after that)

D) Feedback & Consolidation

Peer review: clarity – detail – organization – feelings.

E) Home Assignment

Final version of the travel journal (120–150 words).